

## Teaching notes on 13.06 Past continuous – the next level!

### Slide 1

Learning objectives: (1) To see how 'to be' works in the past continuous, and (2) To discover a new way of translating the past continuous in Latin. Unlike other lessons, there are two L.O.s – consequently, the written exercise this week is done in two stages.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid heri fecisti? lusisti? natavisti? musicam fecisti? pinxisti? ambulavisti?' [What did you do yesterday? Did you do play some games? Go for a swim? Make music? Paint? Go on a walk?] to which the pupil can reply 'lusi' [I played some games], 'natavi' [I went for a swim], 'musicam feci' [I made music], 'pinxi' [I painted] ambulavi [I went for a walk] or 'aliter feci!' [I did something else]. As in previous conversations in intro slides in this unit, the simple past tense being used here.

### Slide 2



A game of Word Roots Challenge in reverse, recapping on some of the vocabulary encountered in the current unit. Rather than giving the students some English vocabulary to match up with the correct Latin root, this slide pops up a Latin word and picture stimulus. Once you've checked that the students understand the meaning of the Latin word, you can ask them (individually, in pairs or table teams) to write down as many words as they can think of in English that come from that Latin root. As more Latin words appear, the list will get longer. Once all the words are displayed, go round the class and collect all the derivative English words written down and see how many you have (maybe even see which student/pair/team has the most).

If you're ever unsure whether an English word comes from a particular Latin root, either you or the students can research it using Google and the search term 'etymology'.

### Slides 3-8



Quick Fire Sentences including vocabulary previously unencountered. The oral verb rehearsals no longer feature, but a reminder of all the tense endings we've met so far will stay at the bottom of the screen. On mouse-click on each slide, a new word or words will appear in the New Words box. The sentences here feature all three verb tenses (with the new, glossed words underlined):

Slide 3: cur matrem non visitavisti? [Why did you not visit mum?]

Slide 4: rex appropinquavit itaque subito milites tacuerunt [The king approached therefore suddenly the soldiers fell silent.]

Slide 5: canem habebam sed nunc equum habeo [I was having (or used to have) a dog but now I have a horse.] This sentence illustrates one of the lesson's L.O.s, and we'll explore it in more detail later.

Slide 6: in Hispania habitabamus sed nunc in Italia habitamus [We were living (or used to live) in Spain but now we live in Italy.]

Slide 7: rex dixit, "tace! pater meus clarus erat!" [The king said, "Be quiet! My father was famous!"] This sentence illustrates the other lesson's L.O., which we'll move onto next.

### Slide 8

This slide shows the sentence we've just seen in both the past continuous ('pater meus clarus erat') and present ('pater meus clarus est') forms. This is followed by...

### Slide 9

...a recap of the parts of 'esse' in the present tense, and then new learning – how the same verb looks in the past continuous, and how these verbs are translated into English, i.e.:

<b>sum</b>	I am	<b>eram</b>	I was
<b>es</b>	you are	<b>eras</b>	you were
<b>est</b>	he/she/it is	<b>erat</b>	he/she/it was
<b>sumus</b>	we are	<b>eramus</b>	we were
<b>estis</b>	y'all are	<b>eratis</b>	y'all were
<b>sunt</b>	they are	<b>erant</b>	they were



The class is then cued onto Part 1 of this lesson's written exercise, which asks the students to identify whether a part of 'esse' is in the present or past continuous tense, and then to translate the sentence.

### Slide 10

...then sets out the lesson's second L.O., that sometimes the PC tense just sounds a bit better translated into English as 'used to' instead of 'was ...ing.' As a rule of thumb, 'used to' can be used for actions that go on habitually for an extended period of time, but it's good to get the students to choose what feels right in any context.



The class is then cued onto Part 2 of this lesson's written exercise, which asks the students to find the past continuous tense verbs, and then to translate the sentence using 'used to' instead of 'was ...ing.'

### Slide 11

The plenary slide:

**Question 1** If I tell you, “laetus eram,” am I happy now or was I happy in the past? [in the past, because ‘eram’ means ‘was’.]

**Question 2** What are the two ways of translating the Latin past continuous into English? [‘was ...ing’ or ‘used to...’]

**Question 3** quid Latine est ? [sedere]